

Contents

	Preface	5
	Contents	7
	Introduction	9
1	The Underlying Mindset	13
1.1	Individual Test Administration	16
1.2	Ensuring Reasonableness for the Test Takers	20
1.3	Identifying Risk, Protective, and Development- Promoting Factors	22
1.4	Minimizing the Influence of Prior Educational Achievement	23
2	Counseling Problems Addressed with the AID	25
3	The Necessity of Broad Cognitive Ability Measurement ...	36
3.1	Risks Associated with Limited Subtest Application	36
3.2	Screening for Partial Performance Weakness	39
4	Diagnosis-Specific Enhancement Programs	50
4.1	Single Relative Performance Deficiency	51
4.2	Specific Learning Disorder/ Partial Performance Weakness	58
5	Using the AID Beyond its Primary Scope	67
6	AID Application for Test Takers with a Foreign First Language	71
7	The AID Towards Globalized Intelligence Measurement	79
8	AID's Distinguishing Features (Unique Selling Points)	83
8.1	Scaling	84
8.2	Adaptive Testing	85
8.3	Standardization	88
8.4	Further AID's Distinguishing Features (Unique Selling Points)	90